# 2015 District and Campus

## COORDINATOR MANUAL

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# Contact Information/Resources

| Contact Information | |
|---|---|
| **For questions about** | **Contact** |
| the student assessment program, Texas Education Agency policies, State Board of Education or commissioner rules, accommodation requests, testing irregularities, and general testing | Texas Education Agency's Student Assessment Division Telephone: 512-463-9536 Fax: 512-463-9302 Email: Student.Assessment@tea.state.tx.us Website: http://www.tea.state.tx.us/student.assessment/ |
| shipment status, missing shipments, additional orders, standard and optional reports requests, score code corrections, student information updates or changes, hand-scoring and rescoring requests, and precoding | Pearson's Austin Operations Center Telephone: 800-627-0225 512-989-5300 Fax: 512-989-5375 Email: AOCAnswers@support.pearson.com |
| accessing and navigating the Texas TrainingCenter for TELPAS training activities | Pearson's Austin Operations Center Telephone: 800-627-0225 Email: telpas.techhelp@support.pearson.com |
| accessing online resources or online test administration procedures for online testing technical concerns or issues | Pearson's Austin Operations Center Telephone: 800-627-0225 512-989-5300 Fax: 512-989-5375 Email: pearsononlinetesting@support.pearson.com |

| General Information Resources | |
|---|---|
| **For general information related to** | **Access** |
| student assessment program | TEA Student Assessment Division website at http://www.tea.state.tx.us/student.assessment/ |
| Student Assessment Testing Calendar | http://www.tea.state.tx.us/student.assessment/calendars |
| STAAR | http://www.tea.state.tx.us/student.assessment/staar |
| STAAR Spanish, STAAR L, and TELPAS | http://www.tea.state.tx.us/student.assessment/ell |
| STAAR A and STAAR Alternate 2 | http://www.tea.state.tx.us/student.assessment/special-ed |
| TELPAS holistic rating training courses, online calibration activities, and training management tools for coordinators | http://www.TexasAssessment.com/TexasTrainingCenter |
| test security and reporting of testing irregularities | http://www.tea.state.tx.us/student.assessment/security |
| online testing (training, administration materials, technology assistance, and student tutorials) | http://www.TexasAssessment.com/resources |
| participation counts and precoding | *User's Guide for the Texas Assessment Management System* at http://www.TexasAssessment.com/guide |
| ordering additional materials | *User's Guide for the Texas Assessment Management System* at http://www.TexasAssessment.com/guide |
| master index of assessment resources | http://www.TexasAssessment.com/masterindex |

| Online Resources | |
|---|---|
| **Reference materials available online include the** | **Located at** |
| Texas Assessment Information | http://www.TexasAssessment.com/info |
| *Test Security Supplement* | http://www.tea.state.tx.us/student.assessment/security |
| *2015 District and Campus Coordinator Manual* | http://www.tea.state.tx.us/student.assessment/manuals/dccm |
| Accommodation Resources | http://www.tea.state.tx.us/student.assessment/accommodations |
| LPAC Resources | http://www.tea.state.tx.us/student.assessment/ell/lpac |
| Standardized Oral Administration (SOA) | http://www.tea.state.tx.us/student.assessment/SOA |
| STAAR A Resources | http://www.tea.state.tx.us/student.assessment/staara |
| Student Portal | http://www.TexasAssessment.com/studentportal |
| *Texas Assessment Student Portal Guide* | http://www.TexasAssessment.com/studentguide |
| *2014–2015 Student Success Initiative Manual* | http://www.tea.state.tx.us/student.assessment/ssi |
| *TestNav 7 Combined Technical Guide* | http://www.TexasAssessment.com/techinfo |
| *User's Guide for the Texas Assessment Management System* | http://www.TexasAssessment.com/guide |

# Abbreviations

Certain key terms are abbreviated throughout the manual. The table below lists abbreviations commonly used in the *Coordinator Manual*.

| Abbreviation | Term |
|---|---|
| ARD | admission, review, and dismissal |
| CSR | Confidential Student Report |
| ELL | English language learner |
| ELPS | English Language Proficiency Standards |
| EOC | end of course |
| ESC | education service center |
| ESL | English as a second language |
| IEP | Individualized Education Program |
| LEP | limited English proficient |
| LPAC | language proficiency assessment committee |
| PEIMS | Public Education Information Management System |
| PLDs | proficiency level descriptors |
| RTI | response to intervention |
| SOA | standardized oral administration |
| SSI | Student Success Initiative |
| STAAR | State of Texas Assessments of Academic Readiness |
| TAC | Texas Administrative Code |
| TEA | Texas Education Agency |
| TEC | Texas Education Code |
| TEKS | Texas Essential Knowledge and Skills |
| TELPAS | Texas English Language Proficiency Assessment System |

# Policy and Procedure Highlights

For additional information about assessment policies and procedures, refer to the TEA Student Assessment Division website.

## Students Receiving Instruction Above Grade Level

Students must be tested at their enrolled grade level unless they are receiving accelerated instruction. If receiving accelerated instruction, students should be administered the STAAR assessment that aligns with the level of Texas Essential Knowledge and Skills (TEKS) instruction they are receiving.

## Changes to Mathematics Assessments

Based on revisions to the mathematics TEKS, the STAAR mathematics assessments are changing for grades 3–8 in spring 2015 to align with the revised TEKS.

- Because new performance standards for STAAR grades 3–8 mathematics will not be set until summer 2015, no SSI retest opportunities for STAAR mathematics at grades 5 and 8 will be offered in 2015. SSI retest opportunities will still be available for reading.

- In spring 2015, districts must ensure that each student has a calculation device with graphing capability to use when taking the STAAR grade 8 mathematics assessment. Districts may satisfy this requirement by providing students with either a handheld graphing calculator or a graphing calculator application available on a tablet.

## Changes to Writing Assessments

- In spring 2015, the field-test prompts will be removed from the grade 7 writing and the English I and English II assessments. Instead of being embedded in the operational tests, STAAR prompts will be field-tested in a separate prompt study that will be administered every three years beginning in 2017.

- Images of the grades 4 and 7 compositions and English I and English II essays and short answer responses from the March 2015 STAAR assessments will be provided to districts at no charge. These images will be available along with standard and optional reports for your district.

## Standardized Oral Administration

Standardized oral administration (SOA) will be expanded in spring 2015 to include grade 5 science and grade 6 mathematics and reading assessments. SOA is now available for the following grades and subjects:

- grade 4 mathematics and reading
- grade 5 science
- grade 6 mathematics and reading
- grade 7 mathematics and reading
- grade 8 science and social studies

## STAAR A

STAAR A is an online accommodated version of STAAR. This assessment will provide embedded supports designed to help students with disabilities access the content being assessed. These embedded supports include visual aids, graphic organizers, clarifications of construct-irrelevant terms, and text-to-speech functionality. STAAR A will be available beginning in spring 2015 for students that meet eligibility requirements.

## STAAR Alternate 2

House Bill 5, passed by the 83rd Texas Legislature in May 2013, required a redesign of STAAR Alternate. The redesigned assessment, STAAR Alternate 2, is a standardized item-based assessment administered to students in a one-on-one setting. Participating students will respond to questions provided in a test booklet, and answers will be submitted by the test administrator in an online form. The first administration of STAAR Alternate 2 will be in February 2015.

# How to Use the 2015 Coordinator Manual

District and campus testing coordinators must be thoroughly familiar with the contents of this manual, the provisions of 19 TAC Chapter 101, and the *Test Security Supplement.* Test administration policies and  procedures must be followed as written so that testing conditions are uniform statewide.

In addition to providing guidance to district and campus coordinators, this manual covers important information intended for principals, test administrators, and technology staff.

## Coordinator Manual Organization

The STAAR, STAAR Alternate 2, and TELPAS sections of the manual are divided in the following manner:

- Introduction
- Training
- Preparation for Test Administrations
- Monitoring of Test Administrations
- Completion of Test Administration Process

This manual is set up to represent a chronological checklist. You will see both District Coordinator (DC) and Campus Coordinator (CC) checklists; the **DC** and **CC** icons indicate which checklist you are reading. If both the district coordinator and campus coordinator icons are used with a checklist item, either coordinator may be responsible for completing the task.

The appendices include gridding information, oral administration information, and security oaths for STAAR, STAAR Alternate 2, and TELPAS administrations. Additional resources to the *Coordinator Manual* can be accessed on the TEA website. Links to the variety of online resources mentioned in this manual can be found in the NOTES column.

Keep the *Coordinator Manual* as a reference for all state assessments administered January through December 2015. This manual will **NOT** be included in the coordinator packet for each test administration. It is shipped to districts once, in January 2015, along with the Calendar of Events poster.

Coordinator
Manual
Resources

## Icons

The following icons are used throughout the manual to help coordinators better understand their responsibilities or to indicate additional available resources. Most icons will be located in the NOTES column.

This icon indicates a checklist item that a district coordinator is responsible for completing.

This icon indicates a checklist item that a campus coordinator is responsible for completing.

This icon indicates a link to the Calendar of Events. The text below the icon is a link to the calendar. The Calendar of Events is also found on the Coordinator Manual Resources webpage.

This icon indicates additional information that is available online. The text located below the icon links to specific online resources.

This icon indicates a document found on the Coordinator Manual Resources webpage that supplements information in the *Coordinator Manual,* such as optional forms, checklists, or graphics. The text below the icon is a link to the document.

This icon indicates a resource available on the Texas Assessment website that supplements information in the *Coordinator Manual*. The text below the icon is a link to the Texas Assessment webpage or resource.

The NOTES column is provided for your convenience and can be used to jot down information; it also provides links to various resources, as noted below.

This icon indicates a district coordinator responsibility.

This icon indicates online content.

The text indicates a link that can provide access to additional information.

This manual is set up to represent a chronological checklist.

This icon indicates a resource on the Texas Assessment website.

This icon is a link to the Calendar of Events.

### STAAR

NOTES

#### Training

This section of the manual covers the training process for district coordinators, campus coordinators and principals, test administrators, and technology staff (for online administrations). It also includes information about preparing for training sessions, scheduling sessions, materials needed for training, and topics that should be covered at the training sessions.

**Prepare for and attend district coordinator training session.**

❏ Review Manual
- Read this manual and review additional resources available online before the training session.
- Become thoroughly familiar with the policy and procedure highlights detailed in the front section of this manual.
- Become familiar with the different roles and responsibilities of individuals participating in testing.

❏ Review TAC
- Become thoroughly familiar with the sections of the TAC addressing security and confidentiality, eligibility requirements for assessments, testing accommodations, and testing requirements for graduation.

❏ Review Resources for Online Activities
- Become familiar with the *Assessment Management System User's Guide* that provides details for navigating and using resources of the Assessment Management System.
- Become familiar with the *TestNav 7 Technical Guide* that provides information about navigating TestNav and conducting online administrations.

❏ Attend Training
- Training should be held by the date specified on the Calendar of Events.
- If you have not received notice of the date and location of the district coordinator session for your region, contact the education service center.
- All district coordinators must attend training annually.
- Bring your manual to the session.
- Bring notes of any questions you have and address them at the training session.

Coordinator Manual Resources

Texas Administrative Code

Assessment Management System Resources

Calendar of Events

S–6     2015 TEXAS STUDENT ASSESSMENT PROGRAM COORDINATOR MANUAL

# Coordinator Manual Resources Webpage

The Coordinator Manual Resources webpage on the Student Assessment Division website is divided into two sections: the manual itself and the resources referenced in the manual.

The PDF version of the *Coordinator Manual* can be searched using keywords. It also includes links indicated with light blue text. A webpage or a page within the *Coordinator Manual* will open when the link is accessed.

Resources available on this webpage include the following:

| General Information Resources | URL |
|---|---|
| Accommodation Resources | http://www.tea.state.tx.us/student.assessment/accommodations |
| Allowable Test Administration Procedures and Materials | http://www.tea.state.tx.us/student.assessment/manuals/dccm |
| Assessments for Students with Disabilities | http://www.tea.state.tx.us/student.assessment/special-ed |
| Assessment Management System Resources | http://www.TexasAssessment.com/resources |
| *Assessment Management System User's Guide* | http://www.TexasAssessment.com/guide |
| Calendar of Events | http://www.tea.state.tx.us/student.assessment/manuals/dccm |
| ELL Resources | http://www.tea.state.tx.us/student.assessment/ell |
| LPAC Resources | http://www.tea.state.tx.us/student.assessment/ell/lpac |
| Minimum System Requirements | http://www.TexasAssessment.com/reqs |
| Oaths | http://www.tea.state.tx.us/student.assessment/security/oaths |
| Online Incident Report | http://www.txetests.com/stf/index.asp |
| Problems and Solutions | http://www.tea.state.tx.us/student.assessment/manuals/dccm |
| Request for Paper Administrations | http://txetests.com/ptb |
| Seating Charts | http://www.tea.state.tx.us/student.assessment/security |
| Student Assessment Test Security | http://www.tea.state.tx.us/student.assessment/security |
| Testing Procedures Questions and Answers | http://www.tea.state.tx.us/student.assessment/manuals/dccm |
| TestNav 7 Information | http://www.TexasAssessment.com/techinfo |
| Texas Administrative Code | http://ritter.tea.state.tx.us/rules/tac |
| Texas Assessment Management System | http://www.TexasAssessment.com/login |
| Texas Assessment Management System Practice Center | http://www.TexasAssessment.com/practice |
| User Roles and Permissions for the Texas Assessment Management System | http://www.TexasAssessment.com/roles |

Coordinator Manual Resources

| STAAR Resources | URL |
|---|---|
| Answer Document Features Sample | http://www.tea.state.tx.us/student.assessment/manuals/dccm |
| Answer Documents for Training Purposes | http://www.tea.state.tx.us/student.assessment/training/answer-docs |
| Checklist for STAAR Administrations | http://www.tea.state.tx.us/student.assessment/manuals/dccm |
| Diagram of Shipping Box Contents | http://www.tea.state.tx.us/student.assessment/manuals/dccm |
| *Educator Guide to STAAR A and STAAR Alternate 2* | http://www.tea.state.tx.us/student.assessment/staara |
| Gridding Answer Documents for STAAR Students Taking Above Grade-Level Assessments | http://www.tea.state.tx.us/student.assessment/manuals/dccm |
| How to Pack Materials for Return to District Coordinator | http://www.tea.state.tx.us/student.assessment/manuals/dccm |
| How to Pack Materials for Return to Testing Contractor | http://www.tea.state.tx.us/student.assessment/manuals/dccm |
| Instructions for Verifying Precoded Student Information | http://www.tea.state.tx.us/student.assessment/manuals/dccm |
| Planning for STAAR Campus Coordinator Training | http://www.tea.state.tx.us/student.assessment/manuals/dccm |
| STAAR A Resources | http://www.tea.state.tx.us/student.assessment/staara |
| STAAR Calculator Policy | http://www.tea.state.tx.us/student.assessment/manuals/dccm |
| STAAR Dictionary Policy | http://www.tea.state.tx.us/student.assessment/manuals/dccm |
| STAAR L Resources | http://www.tea.state.tx.us/student.assessment/ell/staarl |
| STAAR Materials Control Form | http://www.tea.state.tx.us/student.assessment/manuals/dccm |
| STAAR Optional Reports and Services | http://www.TexasAssessment.com/report-info |
| SOA Resources | http://www.tea.state.tx.us/student.assessment/SOA |
| STAAR Time Limits Policies and Procedures | http://www.tea.state.tx.us/student.assessment/manuals/dccm |

| STAAR Alternate 2 Resources | URL |
|---|---|
| Checklist for STAAR Alternate 2 Administrations | http://www.tea.state.tx.us/student.assessment/manuals/dccm |
| *Educator Guide to STAAR A and STAAR Alternate 2* | http://www.tea.state.tx.us/student.assessment/special-ed/staaralt |
| Planning for STAAR Alternate 2 Campus Coordinator Training | http://www.tea.state.tx.us/student.assessment/manuals/dccm |
| STAAR Alternate 2 Materials Control Forms | http://www.tea.state.tx.us/student.assessment/manuals/dccm |
| STAAR Alternate 2 Resources | http://www.tea.state.tx.us/student.assessment/special-ed/staaralt |
| STAAR Alternate 2 Scoring Document | http://www.tea.state.tx.us/student.assessment/manuals/dccm |
| *STAAR Alternate 2 Test Administrator Manual* (non-secure front matter) | http://www.tea.state.tx.us/student.assessment/manuals/dccm |

| TELPAS Resources | URL |
|---|---|
| Checklist for TELPAS Administrations | http://www.tea.state.tx.us/student.assessment/manuals/dccm |
| *Educator Guide to TELPAS Grades K–12* | http://www.tea.state.tx.us/student.assessment/ell/telpas |
| Student Tutorials | http://www.TexasAssessment.com/TELPAS-tutorials |
| *TELPAS Coordinator's User Guide for Online Holistic Rating Training* | http://www.tea.state.tx.us/student.assessment/manuals/dccm |
| TELPAS Holistic Rating Training Requirements | http://www.tea.state.tx.us/student.assessment/ell/telpas |
| *TELPAS Rater Manual* | http://www.tea.state.tx.us/student.assessment/ell/telpas/manuals |
| *TELPAS Reading Test Administrator Manual* | http://www.tea.state.tx.us/student.assessment/ell/telpas/manuals |
| TELPAS Optional Reports | http://www.TexasAssessment.com/report-info |
| TELPAS Problems and Solutions | http://www.tea.state.tx.us/student.assessment/manuals/dccm |
| TELPAS Resources | http://www.tea.state.tx.us/student.assessment/ell/telpas |
| Texas TrainingCenter | http://www.TexasAssessment.com/TexasTrainingCenter |

## Publication Titles

Titles of publications listed in this manual have been abbreviated for readability.

| Official Title | Abbreviated Name | URL |
|---|---|---|
| *2015 District and Campus Coordinator Manual* | *Coordinator Manual* | http://www.tea.state.tx.us/student.assessment/manuals/dccm |
| *2015 STAAR Test Administrator Manuals* (grades 3–5, 6–8, and EOC) | *Test Administrator Manual* | http://www.tea.state.tx.us/student.assessment/staar/manuals |
| *TestNav 7 Combined Technical Guide* | *TestNav 7 Technical Guide* | http://www.TexasAssessment.com/techinfo |
| *User's Guide for the Texas Assessment Management System* | *Assessment Management System User's Guide* | http://www.TexasAssessment.com/guide |

## Supplements to the Coordinator Manual

- The *Assessment Management System User's Guide* explains how to navigate the Assessment Management System.

- The *TestNav 7 Technical Guide* provides technology guidelines for administering online assessments. The guide contains technical information covering the Assessment Management System and the browser-based version of TestNav™ 7, the system used to deliver online administrations of state assessments.

- The *Test Security Supplement* does not replace any procedures or instructions in the *Coordinator Manual*. Adopted into Commissioner's Rules, the supplement is designed to help districts implement the requirements for the administration of state assessments and to promote a secure testing program.

- The *STAAR L Supplement for Paper Administrations* details coordinator and test administrator responsibilities for paper administrations of STAAR L.

- The *STAAR A Supplement for Paper Administrations* details coordinator and test administrator responsibilities for paper administrations of STAAR A.

- The *TELPAS Supplement for Paper Administrations* details coordinator and test administrator responsibilities for paper administrations of TELPAS.

## Texas Administrative Code

The TAC and updates to the TAC are available online.

# General Program Information

## STAAR

The STAAR program includes STAAR, STAAR Spanish, STAAR L, and STAAR A. TEA implemented STAAR to fulfill requirements enacted by the Texas Legislature. STAAR is an assessment designed to measure the extent to which students have learned and are able to apply the knowledge and skills defined in the state-mandated curriculum, the TEKS. One important function of STAAR is to gauge how well schools and teachers are preparing their students academically. The test is specifically designed to measure individual student progress in relation to content that is directly tied to the TEKS. Every STAAR question is directly aligned to the TEKS currently in effect for the grade/subject or course being assessed.

- STAAR grades 3–8 includes assessments of mathematics, reading, writing, science, and social studies. STAAR EOC assessments are available for Algebra I, English I, English II, biology, and U.S. history.

- STAAR Spanish is available for English language learners (ELLs) in grades 3–5 for whom an assessment in Spanish provides the most appropriate measure of academic progress. STAAR Spanish is available in each subject area assessed by the English version.

- STAAR L is an online linguistically accommodated version of the STAAR grades 3–8 and EOC assessments in mathematics, science, and social studies available for ELLs who meet participation requirements.

- STAAR A is an online accommodated version of the STAAR assessments for students who meet eligibility requirements. STAAR A is available in the same grades/subjects and courses as the STAAR assessments.

## STAAR Alternate 2

STAAR Alternate 2 is an assessment based on alternate academic standards and is designed for students with significant cognitive disabilities receiving special education services. STAAR Alternate 2 is administered in the same grades/subjects and courses as the STAAR assessments.

## TELPAS

TELPAS assesses the progress that ELLs in K–12 make in acquiring the English language in the domains of listening, speaking, reading, and writing.



Assessments for Students with Disabilities

ELL Resources

Accommodation Resources

STAAR Alternate 2 Resources

TELPAS Resources

Allowable Test
Administration
Procedures and
Materials

# Allowable Test Administration Procedures and Materials for STAAR, STAAR Spanish, STAAR L, STAAR A, and TELPAS

During state assessments, certain test administration procedures and materials may be provided to students based on their needs. In general, these procedures and materials are available to any student who regularly benefits from the use of these procedures or materials during instruction. A student cannot be required to use them during testing. Coordinators are responsible for ensuring that test administrators understand the proper implementation of these procedures and use of these materials. In some cases, a student may need to complete the test in a separate setting in order to eliminate distractions to other students and to ensure that the security and confidentiality of the test are maintained.

Allowable test administration procedures and materials are not considered testing accommodations, so using them during a state assessment does not require that they be recorded on students' answer documents. A list of allowable procedures and materials is provided below.

- signing test administration directions for a student who is deaf or hard of hearing
- translating test administration directions into the native language of an English language learner
- allowing a student to read the test aloud to facilitate comprehension
- reading aloud or signing the personal narrative, expository, or persuasive writing prompt to any student who requests this assistance
- providing reading assistance on the grade 3 mathematics test for any student; however, if a student needs the entire test read aloud, the eligibility criteria for oral administration must be met
- making the following assistive tools available:
  - scratch paper
  - color overlays
  - blank place markers
  - magnifying devices
  - highlighters, colored pencils, or crayons
- giving permission for a student to use tools to minimize distractions or to help maintain focus (e.g., stress ball, noise-reducing headphones, or instrumental music [no lyrics] played through an individual student's headphones or ear buds)
- allowing individual and small-group administrations
- reminding students to stay on task

# Information about Accommodations

Accommodations are changes to instructional materials, procedures, or techniques that allow students with a disability and ELLs to participate meaningfully in grade-level or course instruction and testing activities. Information regarding allowable accommodations for the STAAR and TELPAS programs can be found on the Accommodation Resources webpage.

## Accommodations for Students with Disabilities

The following types of accommodations are available to students with disabilities. This includes students receiving special education or Section 504 services, as well as those students who do not qualify for services but are eligible for accommodations due to their disabling condition.

- Type 1—accommodation approved locally. This type of accommodation is available for students who meet specific eligibility criteria. The decision to provide a Type 1 accommodation to a student is made by the appropriate team of people at the campus level (e.g., admission, review, and dismissal (ARD) committee; ARD committee in conjunction with the language proficiency assessment committee (LPAC); Section 504 placement committee; response to intervention (RTI) team; student assistance team). It is not necessary to submit an Accommodation Request Form to TEA for a Type 1 accommodation.

- Type 2—accommodation requiring TEA approval. This type of accommodation requires the submission of an Accommodation Request Form to TEA. For accommodations listed in the Accommodation Triangle under Type 2, the appropriate team of people at the campus level (e.g., ARD committee, ARD committee in conjunction with the LPAC, Section 504 placement committee, RTI team, student assistance team) determines whether the student meets all of the specific eligibility criteria. If so, submit an Accommodation Request Form to TEA for approval.

Refer to the Accommodation Resources webpage for detailed information regarding accommodations for students with disabilities.

## Accommodations in Unexpected or Emergency Situations

Unexpected or emergency situations that necessitate the use of a testing accommodation may occur just prior to or on the day of the state assessment. For example, a student may have a broken arm and need his or her responses transcribed onto the answer document. When considering how to meet a student's needs in an unexpected or emergency situation, encouraging student independence should be a priority.

If the student's needs can be met with an allowable procedure or material or a Type 1 accommodation, it should be made available to the student during testing. There is no

Accommodation
Resources

Standardized Oral
Administration
Resources

Request for Paper
Administrations

need to contact TEA. If, however, a Type 2 accommodation will be needed, contact the TEA Accommodations Task Force for permission and additional instructions.

In unexpected and emergency situations, there is no expectation that the student would have routinely received the procedure, material, or accommodation during previous classroom instruction and testing. After testing, if the student used a Type 1 or 2 accommodation, the appropriate bubble should be marked on the student's answer document or in the Assessment Management System.

For additional questions about testing accommodations in unexpected or emergency situations, contact a member of TEA's Accommodations Task Force at 512-463-9536.

## Linguistic Accommodations for ELLs

Linguistic accommodations address the unique second language acquisition process of students who are acquiring a new language. These accommodations are intended to decrease the effect of linguistic difficulties ELLs experience when learning and demonstrating knowledge and skills in English.

Linguistic accommodations are available for eligible ELLs taking state assessments. The types and number of linguistic accommodations available vary according to the eligibility criteria and the subject area assessed. Because students taking STAAR Spanish are testing in their primary language, linguistic accommodations beyond a native language assessment are not provided. The linguistic accommodations available on state assessments are found on the Accommodation Resources webpage.

## Oral Administration

Oral administration refers to the testing accommodation in which a test administrator provides reading support through speech and/or signing to a student who meets the eligibility criteria. The eligibility criteria are located in the Oral/Signed Administration accommodation policy found on the Accommodations for Students with Disabilities webpage. During this type of oral administration, the test administrator may read aloud all or only certain parts of a state assessment. Information regarding oral administration may be found in Appendix C. This appendix does not address the functionality of the standardized oral administration (SOA), which is offered statewide as an online option for oral administration in several grades and subjects in the 2015 calendar year. Additional information about SOA can be found on the Standardized Oral Administration webpage.

## Paper Administrations of Online Assessments

In rare circumstances, a paper administration of a test that is otherwise administered online only may be authorized by TEA. The district testing coordinator must submit a request to TEA for approval to administer a paper test for STAAR L, STAAR A, or TELPAS reading. To submit a request, access the form located online and submit to TEA.

# Calendar of Events—2015 Testing

| Events | February STAAR Alternate 2 | March TAKS Exit Level | Spring TELPAS Grades K–12 | March STAAR Grades 4&7 Writing and Grades 5&8 Math & Reading | March STAAR End-of-Course | April STAAR Grades 3–8 |
|---|---|---|---|---|---|---|
| Districts receive precode/registration file layout (online only) | 8/11 | 8/11 | 8/11 | 8/11 | 8/11 | 8/11 |
| District coordinators submit participation counts (paper and online testing) | 9/22–10/24 | — | — | 9/22–10/24 | 9/22–10/24 | 9/22–10/24 1/5–1/23 updates |
| District coordinators select precode option/select sort order | — | — | 11/5–12/5 | 12/15–1/7 | 1/12–2/6 | 12/15–1/5 |
| District coordinators submit precode files/send student data | — | — | — | 1/12–2/6 | 1/12–2/6 | 1/12–3/13 |
| Districts receive Materials List (posted online only) | 1/9 | — | — | 3/2 | 3/2 | 3/24 |
| Student data submission (online testing only) | 11/5–2/27 | 1/12–3/6 | 1/19–4/10 | STAAR L and STAAR A only 1/12–4/3 | 1/12–4/3 | STAAR L, STAAR A, and SOA only 1/12–4/24 |
| Registration for out-of-school/district examinees (online only) | — | 12/8–2/6 | — | — | 1/12–2/13 | — |
| Districts receive test administrator manuals | — | — | 1/5–1/9 | 2/16–2/20 | 2/16–2/20 | 2/16–2/20 |
| District coordinator training sessions | By 1/23 | By 1/23 | By 1/23 | By 1/23 | By 1/23 | By 1/23 |
| Districts receive combined shipment of test materials | 1/20–1/23 | — | — | 3/9–3/13 | 3/9–3/13 | 4/6–4/10 |
| Deadline for district coordinators to order additional materials | 3/27 | — | — | 3/23 | 3/23 | 4/13 |
| Districts receive precoded materials* | — | — | — | By 3/20 | By 3/20 | By 4/10 |
| Districts receive out-of-school/district materials | — | — | — | — | By 3/20 | — |
| Campus coordinator training sessions | By 1/26 | By 2/20 | Holistic by 2/6 Reading by 2/20 | By 3/20 | By 3/20 | By 4/10 |
| Test administrator training sessions | By 2/2 | By 2/27 | Holistic by 2/16 Reading by 3/13 | By 3/27 | By 3/27 | By 4/17 |

## TEST ADMINISTRATIONS

| Events | February STAAR Alternate 2 | March TAKS Exit Level | Spring TELPAS Grades K–12 | March STAAR Grades 4&7 Writing and Grades 5&8 Math & Reading | March STAAR End-of-Course | April STAAR Grades 3–8 |
|---|---|---|---|---|---|---|
| Writing | — | — | — | 3/30–3/31 | — | — |
| English Language Arts | — | 3/2 | — | — | — | — |
| Mathematics | — | 3/3 | — | 3/30 | — | 4/21 (G3, 4, 6, 7) |
| Reading | — | — | — | 3/31 | — | 4/22 (G3, 4, 6, 7) |
| Science | — | 3/4 | — | — | — | 4/22 (G5, 8) |
| Social Studies | — | 3/5 | — | — | — | 4/21 (G8) |
| End-of-Course | — | — | — | — | 3/30 English I 4/1 English II | — |
| STAAR Alternate 2 | 2/9–2/20 | — | — | — | — | — |
| TELPAS | — | — | 3/16–4/8 | — | — | — |

| Events | February STAAR Alternate 2 | March TAKS Exit Level | Spring TELPAS Grades K–12 | March STAAR Grades 4&7 Writing and Grades 5&8 Math & Reading | March STAAR End-of-Course | April STAAR Grades 3–8 |
|---|---|---|---|---|---|---|
| Campus coordinators return scorable materials to district coordinator | — | — | — | 4/2 | 4/2 | 4/27 |
| District coordinators ship all scorable materials; order optional reports through Assessment Management System | — | — | 4/10 | 4/3¶ | 4/3** | 4/29 |
| Districts complete verification of TELPAS student records | — | — | 4/10 | — | — | — |
| Campus coordinators return all nonscorable materials to district coordinator | 2/27 | 3/11 | 4/14 | 4/10 | 4/10 | 5/6 |
| District coordinators ship all nonscorable materials | 3/6 | 3/16 | 4/17 | 4/14 | 4/14 | 5/13 |
| Districts receive Standard and Optional Reports | 5/20 (GR 3–8) 6/5 (EOC) | 4/17 | 5/15 | 4/20 (GR 5&8 Math and Reading only) | 5/15§§ 5/21¶¶ 6/5*** | 5/20 |
| Education Service Centers (ESCs) receive preliminary region reports (online only) | — | — | — | 4/27 | 6/12 | 5/27 |
| Districts notify students and parents of test results | By 6/4 | By 5/29 | By 5/29 | By 5/29 | By 6/12 | By 5/29 |
| Districts resolve student test warnings / record changes | — | 4/17–5/1 | 5/8–5/22 | 4/17–5/1 | 5/11–6/12 | 5/18–5/29 |
| Districts submit test information changes | — | — | 5/8–5/22 | 4/17–5/1 | — | 5/18–5/29 |
| Districts receive updated CSRs and data files (online only) | — | 5/15 | 5/27 | 5/15 | 6/26 | 6/12 |
| ESCs receive final region reports (online only) | 6/19 (GR 3–8) 6/26 (EOC) | 6/5 | 6/12 | 5/22 | 6/26 | 6/19 |
| Districts report results to local board of trustees | By 9/25 | By 9/25 | — | By 9/25 | By 9/25 | By 9/25 |

*Precoded materials may arrive up to three weeks prior to the date noted.
†New coordinators only
§Window applies to the STAAR EOC mode selection and not participation collection.
¶Optional Reports for the March STAAR grades 4 and 7 administration will be ordered with the April STAAR 3–8 administration.
**Optional Reports for the March STAAR End-of-Course administration will be ordered with the May STAAR End-of-Course administration.
††Precoded materials will be shipped with combined shipment of test materials.
§§ Preliminary rosters and data files will be provided for students testing online in Algebra I, biology, and U.S. history (no paper reports).
¶¶ Preliminary rosters and data files will be provided for all students (online and paper testers) that have been scored (no paper reports).
*** Districts receive all reports for all students (online and paper reports).

# Calendar of Events—2015 Testing

| Events | May STAAR End-of-Course | May STAAR Grades 5&8 Reading Retest | June STAAR Grades 5&8 Reading Retest | July STAAR End-of-Course | July TAKS Exit Level | October TAKS Exit Level | December STAAR End-of-Course |
|---|---|---|---|---|---|---|---|
| **Test Administration/Grade Level** | | | | | | | |
| Districts receive precode file layouts (online only) | 8/11 | — | — | 8/11 | 8/11 | — | 8/10 |
| District coordinators submit participation counts (paper and online testing) | 9/22–10/24 1/5–1/23 updates | | | 4/6–4/17§ | — | — | 8/17–9/4 |
| District coordinators select precode option/select sort order | 1/12–2/6 | — | — | 5/26–6/3 | — | — | 9/21–10/9 |
| District coordinators submit precode files/send student data | 1/12–3/20 | — | — | 6/1–6/3 | — | — | 9/21–10/9 |
| Districts receive Materials List (posted online only) | 4/6 | 4/24 | 6/8 | 6/8 | — | — | 11/2 |
| Student data submission (online testing only) | 1/12–5/8 | STAAR A only 4/20–5/15 | STAAR A only 6/1–6/26 | 6/1–7/10 | 5/25–7/9 | 9/1–10/22 | 9/21–12/11 |
| Registration for out-of-school/district examinees (online only) | 1/12–3/27 | — | 6/1–6/9 | 5/26–6/4 | 4/27–6/12 | 8/11–9/25 | 9/21–10/9 |
| Districts receive test administrator manuals | 2/16–2/20 | 2/16–2/20 | 2/16–2/20 | 2/16–2/20 | — | — | 2/16–2/20 |
| District coordinator training sessions | By 1/23 | By 1/23 | By 1/23 | By 6/12† | By 6/12† | By 9/18† | By 11/13† |
| Districts receive combined shipment of test materials | 4/13–4/17 | 4/27–5/1 | 6/8–6/12 | 6/15–6/19 | — | — | 11/16–11/20 |
| Deadline for district coordinators to order additional materials | 4/27 | 5/4 | 6/15 | 6/29 | — | — | 11/30 |
| Districts receive precoded materials | By 4/24 | By 5/1†† | By 6/12†† | By 6/29 | — | — | By 11/20 †† |
| Districts receive out-of-school/district materials | By 4/24 | — | By 6/19 | By 6/29 | — | — | By 11/20 |
| Campus coordinator training sessions | By 4/24 | By 5/1 | By 6/12 | By 6/26 | By 6/29 | By 10/9 | By 11/20 |
| Test administrator training sessions | By 5/1 | By 5/8 | By 6/19 | By 7/2 | By 7/3 | By 10/16 | By 12/4 |
| **TEST ADMINISTRATIONS** Writing | — | — | — | — | — | — | — |
| English Language Arts | — | — | — | — | 7/6 | 10/19 | — |
| Mathematics | — | — | — | — | 7/7 | 10/20 | — |
| Reading | — | 5/12 | 6/23 | — | — | — | — |
| Science | — | — | — | — | 7/8 | 10/21 | — |
| Social Studies | — | — | — | — | 7/9 | 10/22 | — |
| End-of-Course | 5/4–5/8 | — | — | 7/6 English I 7/8 English II 7/6–7/10 (all other courses) | — | — | 12/7 English I 12/9 English II 12/7–12/11 (all other courses) |
| STAAR Alternate 2 | — | — | — | — | — | — | — |
| TELPAS | — | — | — | — | — | — | — |
| Campus coordinators return scorable materials to district coordinator | 5/11 | 5/14 | 6/25 | 7/13 | — | — | 12/14 |
| District coordinators ship all scorable materials; order optional reports through Assessment Management System | 5/12 | 5/15 | 6/26 | 7/14 | — | — | 12/15 |
| Districts complete verification of TELPAS student records | — | — | — | — | — | — | — |
| Campus coordinators return all nonscorable materials to district coordinator | 5/22 | 5/20 | 7/1 | 7/24 | 7/15 | 10/27 | 12/16 |
| District coordinators ship all nonscorable materials | 5/29 | 5/28 | 7/10 | 7/31 | 7/22 | 10/28 | 12/17 |
| Districts receive Standard and Optional Reports | 5/15§§ 5/21¶¶ 6/5*** | 6/1 | 7/10 | 8/14 | 8/7 | 12/4 | 1/21 |
| Education Service Centers (ESCs) receive preliminary region reports (online only) | 6/12 | — | — | — | — | — | — |
| Districts notify students and parents of test results | By 6/12 | By 6/5 | By 7/17 | By 9/4 | By 9/4 | By 12/26 | By 1/27 |
| Districts resolve student test warnings / record changes | 5/11–6/12 | 5/26–6/5 | 7/10–7/17 | 7/13–8/26 | 8/7–8/14 | 12/3–12/18 | 12/14–1/29 |
| Districts submit test information changes | — | — | — | — | — | — | — |
| Districts receive updated CSRs and data files (online only) | 6/26 | 6/15 | 7/31 | 9/11 | 8/28 | 1/5 | 2/12 |
| ESCs receive final region reports (online only) | 6/26 | 6/26 | 8/7 | 9/11 | 9/11 | 1/15 | 2/12 |
| Districts report results to local board of trustees | By 9/25 | By 9/25 | By 9/25 | 10/30 | 10/30 | By 1/22 | By 3/24 |

# Test Security and Confidentiality Requirements

All assessment instruments as defined under TEC §39.023 and §39.027 are considered secure, and the contents of these tests, including student information used or obtained in their administration, are confidential. As specified in the *Test Security Supplement* in 19 TAC Chapter 101, each person participating in the student assessment program is required to maintain and preserve the security and confidentiality of all test material and student data, and must also handle this information in strict accordance with the instructions contained in this manual, the *Test Security Supplement*, and in the test administrator manuals.

## Test Security

Test security involves accounting for all secure materials and confidential student information before, during, and after each test administration. Districts must ensure that the only individuals permitted to have access to these materials and information are district personnel who meet the requirements to participate in the Texas student assessment program, have been trained, and have signed the appropriate oath. Districts are required to implement the controls necessary to ensure the proper storage and accurate tracking of secure materials throughout each stage of all test administrations. Documents used to account for materials, such as inventory pages that arrive with the shipments of materials from the contractor and the Materials Control Forms, should be completed accurately and carefully maintained in a location that would prevent them from being compromised. Other steps districts must take to maintain proper security include but are not limited to

- verifying, upon receipt from the state's testing contractor, that all materials boxes have been accounted for and match the proof of delivery on the shipper's bill of lading and the district packing list contained in Box 1 (white box) of the shipment;

- ensuring that all campuses immediately inventory all materials received from the district testing coordinator;

- immediately notifying the state's testing contractor of any discrepancies identified between the materials received and the district and campus packing lists included in Box 1 of the district and campus shipments;

- placing test materials in secure, limited-access, locked storage when not in use;

- collecting and destroying immediately after each test administration any state-supplied reference materials, recordings, and graph paper or scratch paper that students have written on during the test;

- ensuring when testing has concluded that all secure materials assigned to individual campuses have been inventoried and packaged in accordance with the procedures detailed in this manual; and

- maintaining inventory and shipping records (bills of lading, pallet detail reports, district and campus packing lists, documents used to track the delivery of materials to and between campuses, Materials Control Forms) for at least five

years in the event that a discrepancy arises or the receipt of the district's materials by the testing contractor cannot be confirmed.

District testing coordinators are ultimately responsible for ensuring that all secure test materials have been accounted for prior to shipping the materials back to the testing contractor.

# Confidentiality Requirements

Maintaining the confidentiality of the Texas student assessment program involves protecting the contents of all secure test materials, including test booklets, online assessments, student authorizations, completed answer documents, and TELPAS holistically rated components. This requires compliance with, but is not limited to, the following guidelines.

- All testing personnel who meet the requirements to participate in statewide testing must undergo training and must sign the appropriate security oath affirming that they understand their obligations concerning the security and confidentiality of the state assessments before handling secure test materials or administering assessments.

- Upon first accessing the secure online administrative features of the Assessment Management System, trained and qualified testing personnel who will be administering online assessments must read and accept a statement of confidentiality.

- All tests must be administered in strict accordance with the instructions contained in the test administration materials.

- No person may view, reveal, or discuss the contents of a test booklet or online assessment before, during, or after a test administration unless specifically authorized to do so by the procedures outlined in the test administration materials. If circumstances necessitate that a test booklet or online assessment be examined, permission **must** first be obtained from TEA.

- No person may duplicate, print, record, write notes about, or capture (electronically or by any other means) any portion of a secure assessment instrument (paper or online) without prior approval from TEA. Districts may not duplicate and retain student compositions or short answer responses.

- Only students may respond to test questions, perform calculations, and create rough drafts to written responses.

- Test administrators who have permission to view secure materials in order to provide an approved accommodation must be reminded that they are viewing secure content, and that responding to test questions, recording the information they see, scoring the test, or discussing the content of the test at any time is strictly prohibited. (Administration procedures for STAAR Alternate 2 require more interaction with the test than typically is permitted.) As a reminder of this obligation, these individuals are required to sign an additional section of the test administrator oath.

- No person may review or discuss student responses or solicit information from students about test questions during or after a test administration unless specifically authorized to do so by the procedures outlined in the test administration materials.

Oaths

*Test Security Supplement*

For additional information, including steps districts can take to maintain test security and confidentiality, and for more detail about security requirements, refer to the *Test Security Supplement.*

## Penalties for Prohibited Conduct

In accordance with 19 TAC §101.3031(b)(2) and as described in the *Test Security Supplement*, any person who violates, assists in the violation of, or solicits another to violate or assist in the violation of test security or confidentiality, as well as any person who fails to report such a violation, is subject to the following penalties:

- placement of restrictions on the issuance, renewal, or holding of a Texas educator certificate, either indefinitely or for a set term

- issuance of an inscribed or non-inscribed reprimand

- suspension of a Texas educator certificate for a set term

- revocation or cancellation of a Texas educator certificate without opportunity for reapplication for a set term or permanently

Districts allowing certified or noncertified paraprofessionals (e.g., teacher aides) to access secure materials or to administer tests must identify a certified staff member who will be responsible for supervising these individuals. If a violation of test security or confidentiality occurs under these circumstances, the supervising certified professional is subject to the penalties above.

Release or disclosure of confidential test content is a class C misdemeanor and could result in criminal prosecution under TEC §39.0303, Section 552.352 of the Texas Government Code, and Section 37.10 of the Texas Penal Code. Further, 19 TAC §249.15 stipulates that the State Board for Educator Certification may take any of the above actions based on satisfactory evidence that an educator has failed to cooperate with TEA in an investigation.

In addition, any irregularities in test security or confidentiality may result in the invalidation of students' assessments.

## Measures Implemented by TEA to Ensure Test Security and Confidentiality

Student Assessment Test Security

Maintaining the security and confidentiality of the Texas student assessment program is critical for ensuring valid test scores and providing standard and equal testing opportunities for all students. In accordance with TEC §39.0301, TEA has engaged in ongoing efforts to improve the security of the assessment program, including a comprehensive 14-point plan designed to assure parents, students, and the public that test results are meaningful and valid. More information about the recommendations for implementation of the 14-point Test Security Plan can be found on the Student Assessment Test Security webpage.

## Security Oaths and Confidentiality Statements

All district and campus personnel who participate in state-mandated testing or handle secure test materials must meet the eligibility requirements detailed in this manual, be trained, and sign a security oath. Any person who has more than one testing role (for instance, a principal who also serves as campus coordinator) must receive appropriate training and sign a security oath for **each** role.

**NOTE:** All certified or noncertified personnel who have access to secure test materials or who administer or assist in the administration of state assessments must be trained and sign a security oath. Noncertified personnel must be under the supervision of certified personnel.

Security oaths are available in Appendix D of this manual. Additionally, all oaths are available for viewing or downloading from the Student Assessment Division website.

Testing personnel are required to sign security oath(s) only once for the 2015 calendar year. All oaths are valid for 2015 spring, summer, and fall testing, as well as any field testing and mandatory sampling conducted during this time period. The TELPAS oaths for raters and writing collection verifiers must be signed separately according to the training and security requirements of those assessments.

Refer to the associated section in the *Assessment Management System User's Guide* for information about the online testing confidentiality statement.

## Document Retention

Districts are required to securely maintain the following documents for a period of five years after a test administration:

■ signed security oaths for all testing personnel (with the exception of the district testing coordinator and superintendent/chief administrative officer oaths, which are mailed to the state's testing contractor at the end of the calendar year)

■ testing irregularity and investigation documentation

■ inventory and shipping records (including Materials Control Forms and records documenting the transfer of secure materials within and outside the district)

■ seating charts for all test sessions, with start and stop times and the name of the test administrator(s) recorded

Districts may decide how this documentation is to be stored—scanned and kept in an electronic format or retained as hard copy—as long as the information is secure, legible, and can be retrieved if necessary.



Oaths



*Assessment Management System User's Guide*

# Testing Irregularities

Incidents resulting in a deviation from documented testing procedures are defined as testing irregularities. They are viewed by TEA as falling into one of two categories—serious or procedural.

## Serious Irregularities

Serious irregularities constitute severe violations of test security and/or confidentiality and can result in the individual(s) responsible being referred to the TEA Educator Standards and Certification Legal Division for consideration of disciplinary action (including suspension or termination of educator certification credentials). Examples of serious violations involve, but are not limited to, the following:

- directly OR indirectly assisting students with responses to test questions
- tampering with student responses
- falsifying TELPAS holistic ratings or STAAR Alternate 2 student responses
- viewing secure test content before, during, or after an administration without permission
- discussing secure test content, student responses, or student performance
- scoring student tests, either formally or informally
- duplicating, recording, or electronically capturing confidential test content without permission from TEA
- fraudulently exempting or preventing a student from the administration of a required state assessment
- failing to complete TELPAS online calibration or practice activities in the online training courses independently

## Procedural Irregularities

Procedural irregularities are less severe, more common, and are typically the result of minor deviations in testing procedures. Examples of procedural irregularities involve, but are not limited to, the following:

### Eligibility Error

- Eligible students were not tested.
- Ineligible students were tested.

### Individualized Education Program (IEP) Implementation Issue

- A student receiving special education services was provided an unapproved or undocumented accommodation or was not provided a prescribed accommodation.
- A student receiving special education services was administered the wrong test.

## Improper Accounting for Secure Materials

■ Secure materials were not returned, checked in, and accounted for at the end of each testing day.

■ A test administrator, campus testing coordinator, or district testing coordinator lost or misplaced completed answer document(s), test booklet(s), or other secure materials.

## Monitoring Error

■ A test administrator did not verify that a student recorded his or her responses and accepted a blank answer document from the student.

■ A test administrator left a room unattended when students or secure materials were present or when secure online tests were open and visible.

■ Secure materials were left unattended, or secure online tests were left open and visible, during a lunch break, a short break taken in the testing room, or restroom breaks.

■ Testing personnel did not monitor students during a break.

■ A test administrator did not ensure that students worked independently during testing.

■ Students were not prevented from using cell phones or any other electronic device to take pictures, share postings, or send messages.

■ A student was allowed to remove secure materials from the testing area.

## Other Procedural Errors

■ A test administrator failed to issue the correct materials (for example, No. 2 pencils, dictionaries, calculators), or students were provided nonallowable materials.

■ Testing personnel who were not properly trained were allowed to administer tests or handle secure materials.

■ A student was permitted to test beyond the allowed time limit or was not provided the full time allotment to complete a STAAR assessment.

■ A test administrator failed to use the test administration materials or failed to read aloud the bolded, scripted test administration directions verbatim as outlined in the test administration materials.

■ A student was provided an unallowable accommodation.

■ A TELPAS writing collection was not submitted in accordance with required assembly criteria.

# Reporting of Testing Irregularities

The superintendent and campus principals in each school district, the chief administrative officer of each charter school, and any private school administering tests as allowed under TEC §39.033 must develop procedures to ensure the security and confidentiality of the tests specified in the TEC, Chapter 39, Subchapter B. These administrators must ensure that TEA is notified in writing of any conduct that potentially violates the security or confidential integrity of a test. Failure to cooperate with TEA in an investigation or to properly report that an individual has engaged in conduct that violates the security and/ or confidentiality of a test is itself a violation and could result in sanctions.

All incidents involving alleged or suspected violations that fall under the category of a serious irregularity must be reported to TEA as soon as the district testing coordinator is made aware of the situation. Testing personnel should contact TEA if they are unsure about whether an irregularity has occurred or if they are unclear regarding what constitutes a serious violation.

Despite how well prepared testing personnel may be, the possibility still exists that a mistake will be made. When incidents occur, it is important to have procedures in place to help ensure that all the necessary information is gathered and evaluated so the district can make a clear determination about the occurrence. Each person participating in the Texas student assessment program is responsible for reporting any violation or suspected violation of test security or confidentiality. Campus staff should notify their campus or district testing coordinator if they witness an irregularity or suspect that one has occurred. Districts must ensure that all testing personnel are aware of their obligation to report testing irregularities and can easily access local reporting procedures.

The district coordinator (or his or her designee) is responsible for investigating all testing violations, whether confirmed or alleged. All confirmed testing irregularities must be reported to the TEA Student Assessment Division via the Online Incident Report Form, and the contents of all reports submitted to TEA must clearly lay out the sequence of events.

Reporting requirements differ based on the severity of the confirmed or alleged violation; therefore, district coordinators must assess whether the incident is a serious or procedural irregularity. For both serious and procedural irregularities, follow the instructions on the Online Incident Report Form and be prepared to



Online Incident Report

- explain what happened and how it occurred,
- clearly outline the sequence of events,
- include information about how the problem was resolved or remedied,
- include a district determination regarding the irregularity,
- provide a Plan of Action that the district will put into effect to prevent the incident from reoccurring, and
- include the name of the individual who assisted you if TEA was contacted.

Districts must submit the required information and documentation for irregularities within ten working days of becoming aware of the violation. If more time is needed, coordinators can contact the Student Assessment Division's security team by phone at 512-463-9536 or via email at testsecurity@tea.state.tx.us to request an extension of the deadline.

## Investigating and Reporting Serious Irregularities

The nature of serious allegations requires a speedy investigation by the district so that all necessary evidence is gathered while the involved individuals in the irregularity are still available to interview and able to recall details. District coordinators must notify TEA as soon as they are made aware of any alleged or suspected violations that fall under the category of a serious irregularity.

Depending on the nature and severity of the issue, TEA may request that the district take certain actions, such as interviewing students or reviewing test materials. At a minimum, each of the following items must be completed and submitted by the district to fulfill the state's requirements for reporting serious testing violations:

- an Online Incident Report
- typed, dated, and signed statement(s) from the individual(s) involved
- a summary that includes a description of the incident and how the incident was resolved and the district's determination regarding the irregularity
- the Plan of Action section of the Online Incident Report (describes the steps that a district will take to ensure that the irregularity does not reoccur)

District coordinators should review all statements submitted by the involved parties to ensure that all information has been gathered. Statements from individuals responsible for or involved in a serious testing irregularity should be typed and submitted on district or campus letterhead and include at least the following information:

- name, title, and role during testing
- how the individual was responsible for or involved in the incident
- a description of the incident from the individual's perspective (an individual educator implicated in the report of having committed a serious testing irregularity should include a response to each specific allegation)
- the individual's signature
- the date the statement was signed

If a discrepancy is noted in the statements provided, coordinators should address the individuals involved and resolve the inconsistencies.



Online Incident Report

## Investigating and Reporting Procedural Irregularities

Because procedural irregularities are often the result of minor errors that do not generally represent severe breaches in test security or confidentiality, they require only the submission of an Online Incident Report. Districts must also complete the Plan of Action as part of the procedural incident report, describing the district's plan to prevent the reoccurrence of the incident. For these types of irregularities, the district's reporting obligation is fulfilled once the online submission has been completed. Documentation collected by the district during the investigation of a procedural irregularity should be kept locally. If more information is needed, TEA will notify the district coordinator.

## Investigating and Reporting Other Irregularities

Most of the irregularities district coordinators will address involve occurrences in which adult testing personnel bear responsibility for what happened. In some cases, however, students may be involved in incidents that constitute serious violations.

### Students Using Electronic Devices to Capture or Transmit Secure Test Content

TEA considers it a serious violation if a student photographs or duplicates secure test content or disseminates this information using an electronic device. It is considered a serious testing irregularity if a student takes pictures or transmits any test information using electronic devices, and TEA must be contacted immediately. A district may be asked to submit an Online Incident Report and student test results may be invalidated.

### Student Cheating on State Assessments

Student cheating on state assessments requires action by the campus or the district coordinator. If the district determines that a student has been involved in cheating on a state assessment, the district is required to

- invalidate the student's test by marking the score code "O" for "Other" on the student answer document in the online form for the corresponding test;

- submit a separate serious Online Incident Report form if the district determines that testing personnel contributed to the cheating, and submit a procedural irregularity report if the cheating occurred due to inadequate monitoring; and

- complete the Locally Determined Disciplinary Action (LDDA) form to report any disciplinary action taken against students who participated in the cheating incident.

## Submission of Information

Incident reports must be submitted to TEA online using the following guidelines:

1. Access the Online Incident Reporting Process page located online.

2. Review the procedures for reporting an irregularity online and then click the link titled "Online Incident Report Form."

3. Select your district and campus from the drop-down menus; choose "Yes" or "No" to identify you as the district coordinator and to identify the report you are making as either a serious or procedural irregularity. Complete the required information in the report form. Do not include confidential student information in your submission.

4. If you are submitting the documentation required for a serious violation, use the attachment feature in the form to attach the electronic supporting documentation.

5. If you choose not to use the online attachment option, all supporting documentation may be submitted by email to testsecurity@tea.state.tx.us. With each set of documentation attached to an email, be sure to include in the subject line the incident identification number provided to you upon completion of the online submission.

If you encounter difficulties using the online submission process, call the Student Assessment Division at 512-463-9536 for assistance.

# Reporting Disciplinary Actions Taken Against Students for Cheating on State Assessments

If a district determines that a student has been involved in an attempt to cheat on a state assessment, the district is required to invalidate the student's test. Additional disciplinary action may be taken at the local level in accordance with district policy. Any locally determined disciplinary actions stemming from the cheating must be submitted to TEA via the LDDA form, which can be accessed online.

Submission of a separate Online Incident Report form will be necessary only if the district determines that adult testing personnel contributed to, caused, or failed to detect the cheating due to inadequate monitoring. For more information about test security, refer to the *Test Security Supplement*.

NOTES